

SCHOOL MENTAL HEALTH WEBINAR SERIES

- SESSION 3 -

Selecting and Implementing School Mental Health Programs



Wednesday, June 24, 2020
2:00-3:00 p.m. ET

Purpose of Our School Mental Health Series



Dig deeper into State coordinator (SC)-identified needs.



Engage with experts and peers.



Build capacity of SCs to support local education agencies (LEAs) addressing issues via Title IV, Part A.

Providing technical assistance (TA).
Reviewing and processing applications.
Supporting evaluation.

Selecting and Implementing School Mental Health Programs



Greta Colombi
Deputy Project Director
T4PA Center
(Moderator)



Kelly Wells
Senior Researcher
American Institutes for
Research
(Speaker)



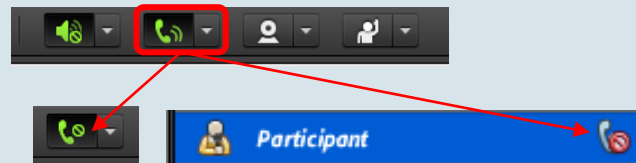
Anne Katona-Linn, M.Ed., BCBA
Educational/Systems Change
Consultant/Coach
Katona-Linn Consulting
(Speaker)

Housekeeping

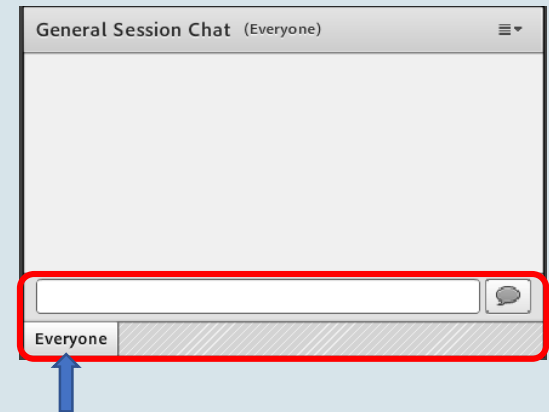
1. Raise hand/react.



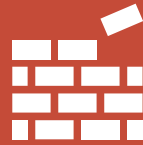
2. Mute/unmute.



3. Chat.

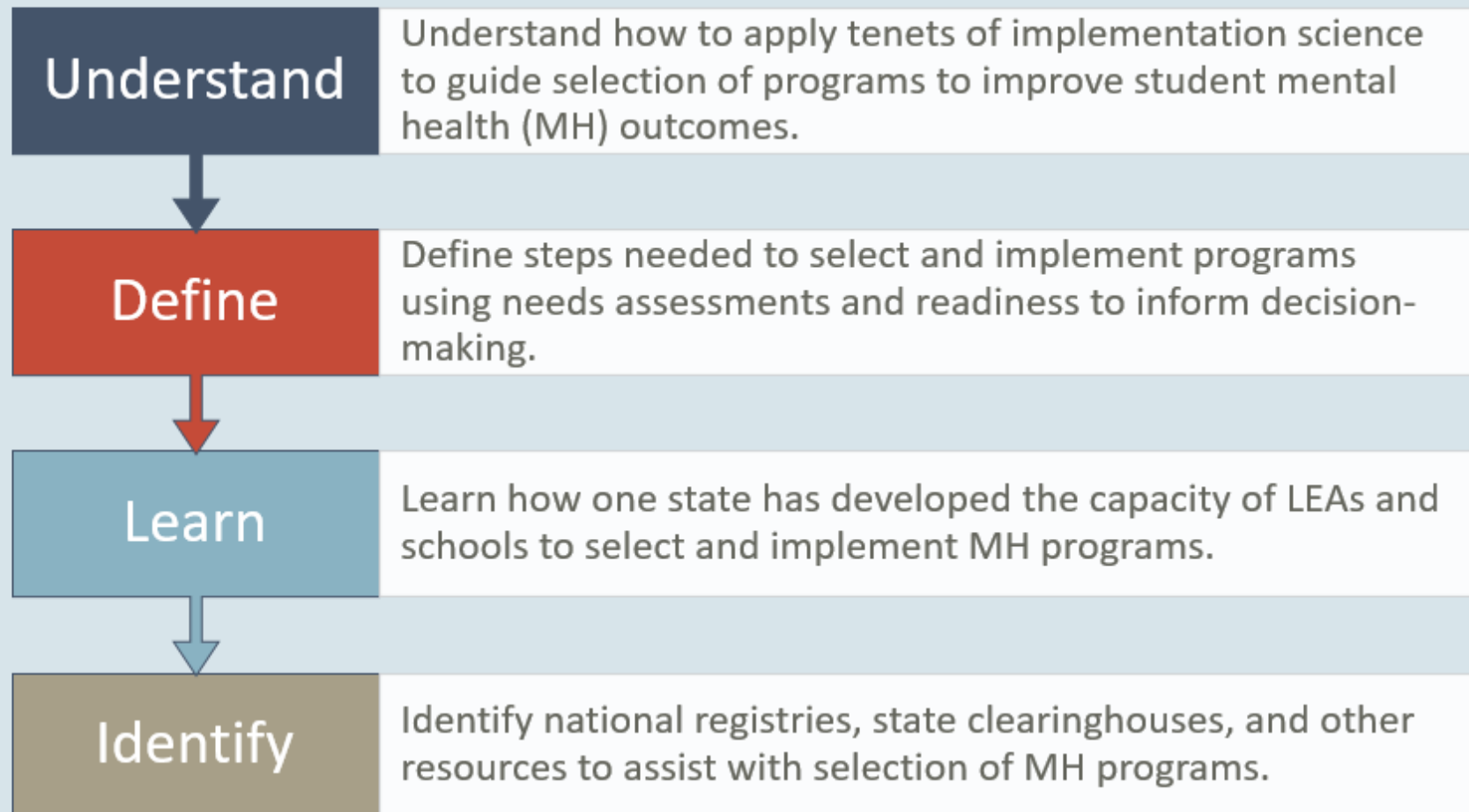


Polling Question 1



What do you hope to get out of today's session on selecting and implementing school mental health programs?

Today's Learning Objectives



Agenda



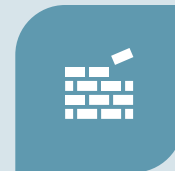
Introduce
today's
session



Discuss major
tenets and
phases of
implementation
science



Offer insights
about using
needs
assessments
and identifying
readiness
factors



Provide
examples of
how one state
system built the
capacity of LEAs
to support
students' MH



Offer
resources
and next
steps

What Is Meant by *Evidence-Based*?

Section 8101: “when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes ... based on

- *strong evidence* from at least 1 well-designed and well-implemented experimental study;
- *moderate evidence* from at least 1 well-designed and well-implemented quasi-experimental study; or
- *promising evidence* from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- *demonstrates a rationale* based on high-quality research findings or positive evaluation”

Title IV, Part A Promotes Investment in Evidence-Based Programs.

TA Support Needs About School MH

Research supports strong associations between student MH and student success in school (e.g., academic achievement).

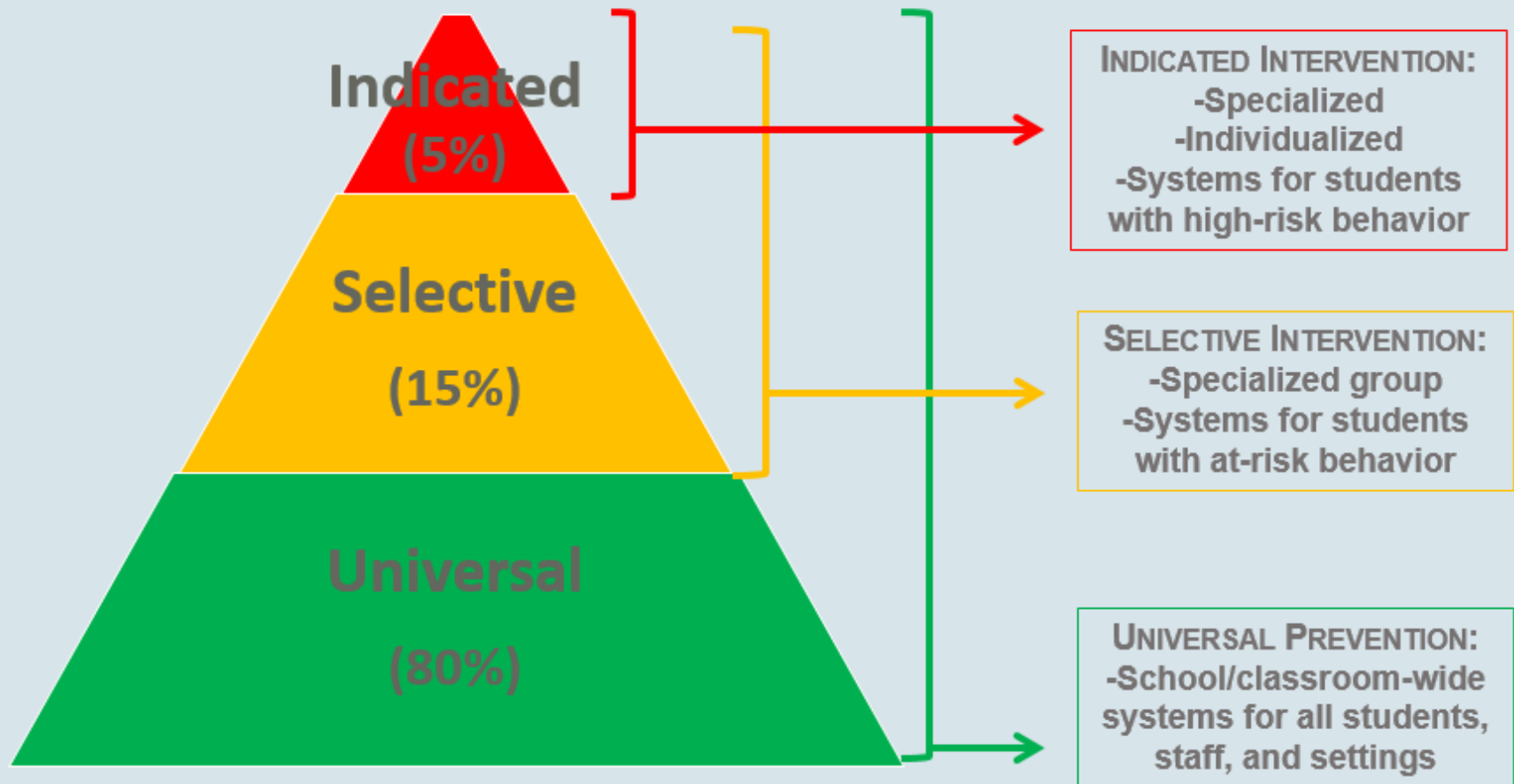
2019 SEA Needs Assessment Survey

- Expanding school-based counseling and MH resources (63%).
- Increasing student safety and violence prevention (69%).
- Preventing school drop-out (69%).
- Reducing exclusionary discipline practices (66%).
- Identifying/developing evidence-based programs (61%).

2020: SEA Needs Assessment Survey

- Expanding school-based counseling and MH resources (61%).
- Increasing student safety and violence prevention (69%).
- Preventing school drop-out (67%).
- Reducing exclusionary discipline practices (59%).
- Identifying/developing evidence-based programs (62%).

Comprehensive School MH System Addresses Student Needs Via Multi-Tiered System of Supports (MTSS)



Key Components of Student MH Support (*From Session 1*)



Awareness



Treatment



Early intervention



Support (including
family)



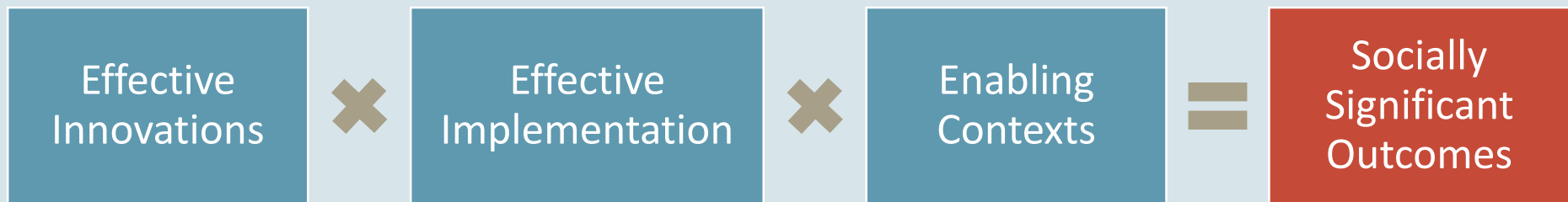
Screening/early
detection



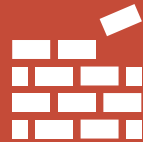
Follow-up/aftercare

Implementation Science

Formula for Success



Polling Question 2



What challenges have LEAs raised about moving from discrete, limited programs/pilot demonstrations to wide-scale implementation?

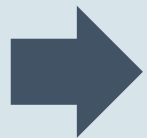
Steps to Implementation



1. Assess needs



2. Identify scope



3. Assess readiness

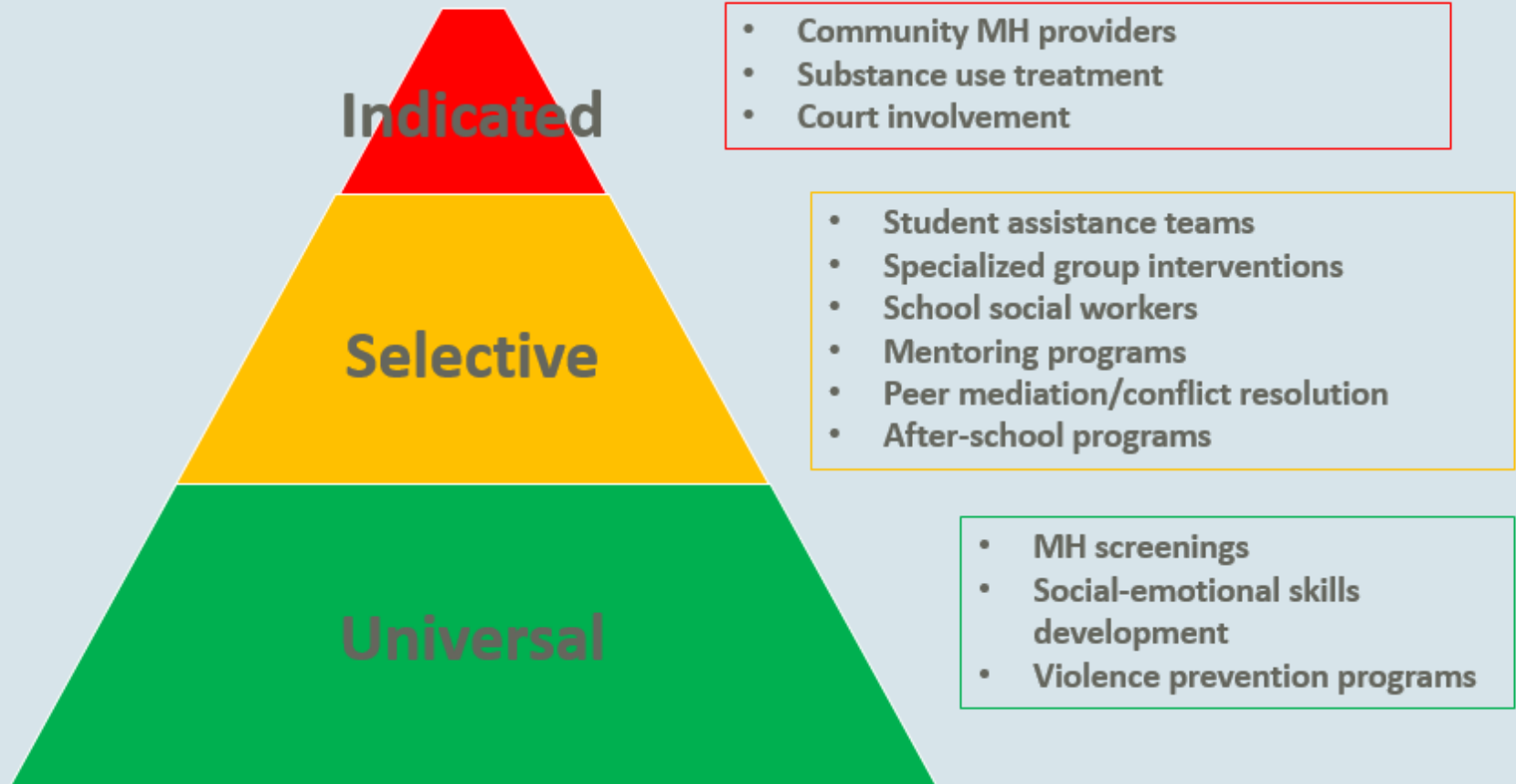


4. Track impact



5. Monitor fidelity

School MH Program/Activity Examples



1. Assess Needs

- Map out current school MH programs in all three tiers (universal, selected, and indicated).
- Examine data based on risk and protective factors.
- Assess programs vs. needs to identify the gaps.

2. Identify Scope

Intended Population

- For whom is the intervention intended?

Need Addressed

- What is the intervention designed to address?

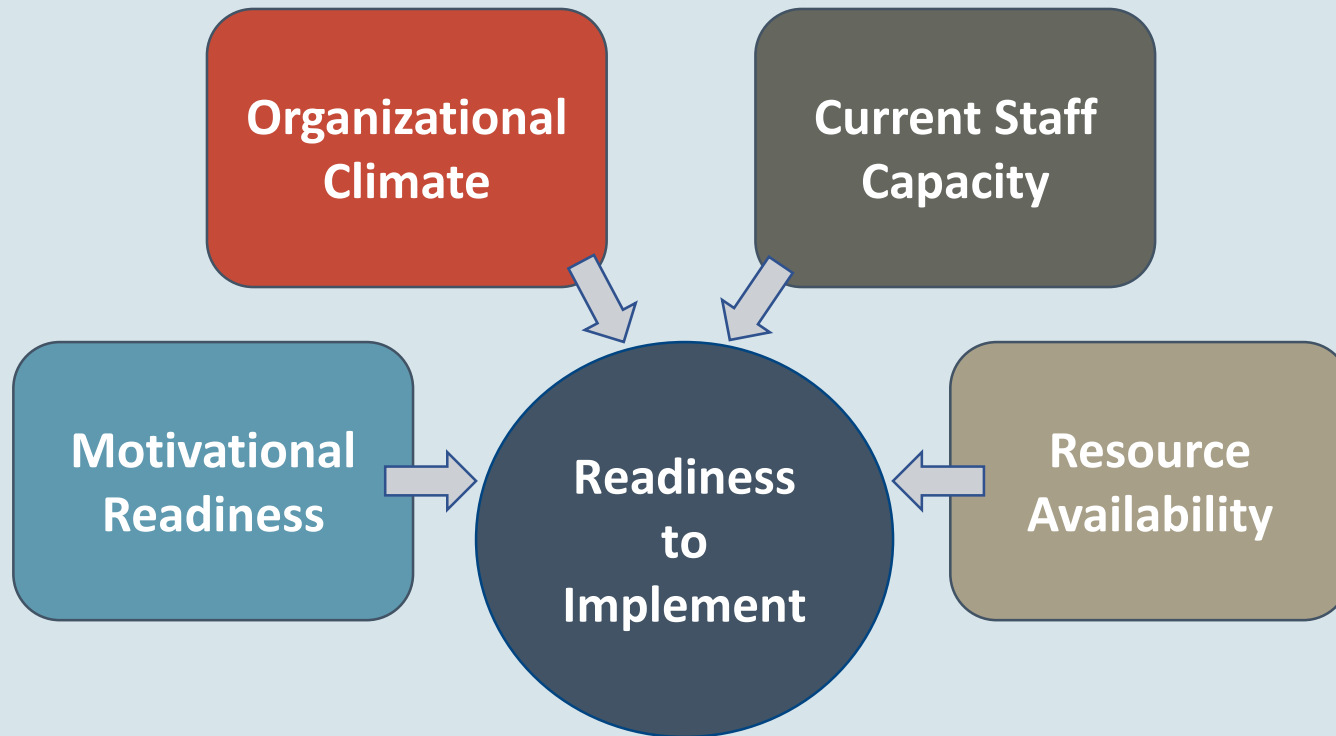
Baseline Severity Level

- What is the existing baseline severity level of existing risk factors and problems?

Intervention Delivery

- Who will deliver the intervention, in what format, how often, and for how long?

3. Assess Readiness



Selecting the Right Program



What is the evidence base?



How does the program capitalize on the strengths and address the population's needs?



Is the program culturally relevant to the population?



Are implementation supports available?



Does the program fit with the existing practices?



Do you have workforce capacity to implement the program?



What will it cost (e.g. for staff, training/professional development, consultation, materials, equipment, certification)?

4. Track Impact

- Develop a procedure to collect process and outcome measures before you begin implementing a program.
- Recognize that data may come from a variety of sources: state/district school data, national data, state/community MH data, individual student data.

5. Monitor Fidelity

Barriers to implementation can include

- Program characteristics
- Skill proficiency
- Organizational processes

Polling Question 3

What program adjustments and adaptations have you seen your LEAs making to fit their students' needs and their school and community circumstances?

Remember to think across all three tiers of support:

- Tier 1: Universal
- Tier 2: Selected
- Tier 3: Indicated

Getting Started: Building State Capacity in Pennsylvania

Anne Katona-Linn,
M.Ed., BCBA



A Paradigm Shift

- Beyond the “**One child at a time**” approach
- Population approach
- Informed by the growing body of prevention science



Adapted from Institute of Medicine (1994), [*Reducing Risks for Mental Disorders*](#), p. 23.

Big Ideas for Shared Partnership Approach to Selecting and Implementing Evidence- Based Programs (EBPs)



Develop a shared vision and commitment to attaining specific goals.



Involve all stakeholders in meaningful ways!



Alignment of initiatives is an ongoing process and sometimes feels overwhelming.



Be flexible and adapt to changing needs and resources.

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Big Ideas and Lessons Learned About Selecting and Implementing EBPs



Develop a strategic communication approach and plan to support your school MH initiative.



Identify adequate staffing and key leadership role to manage all integration efforts for the school district.

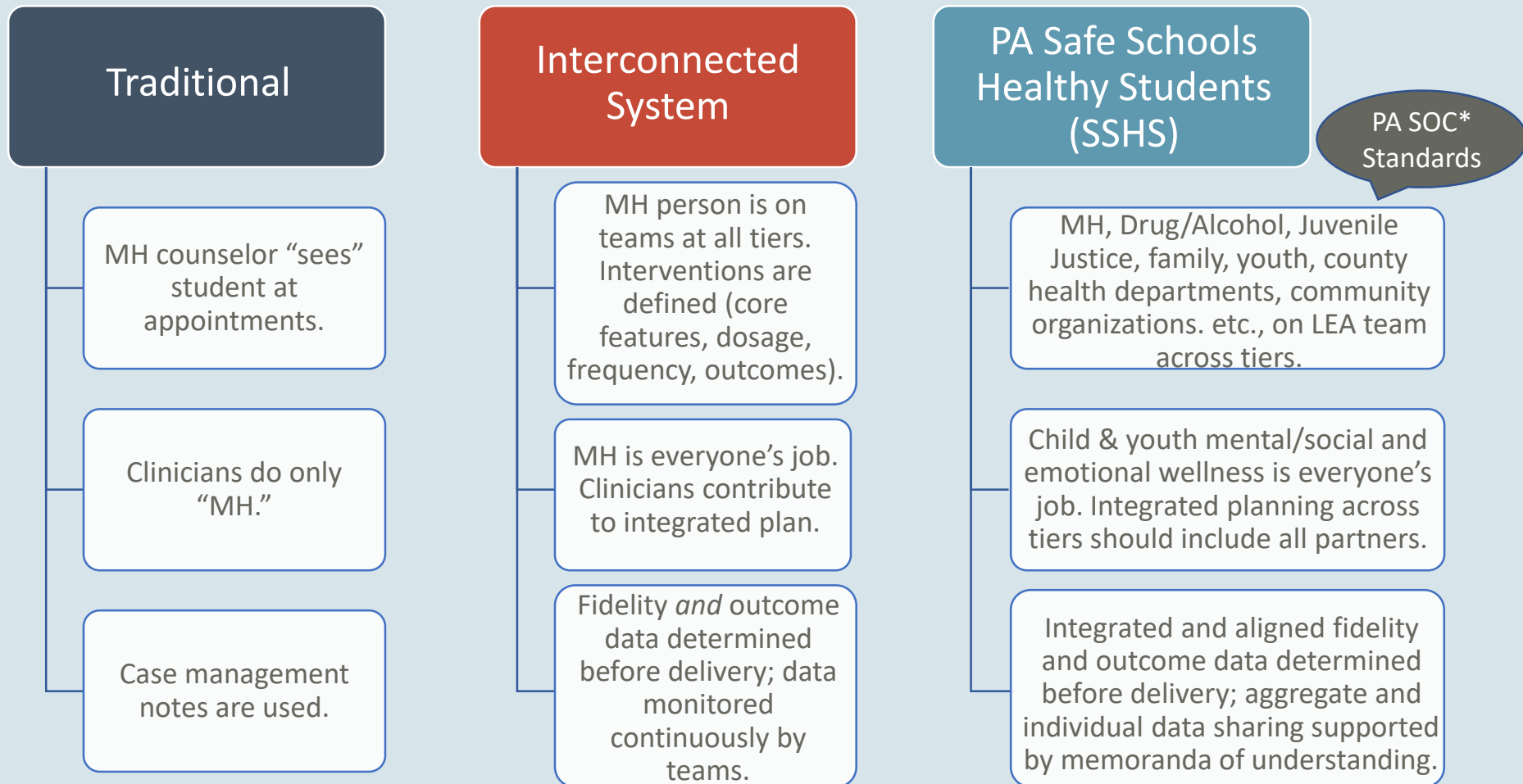


Be explicit in establishing sustainability strategies early in the initiative.

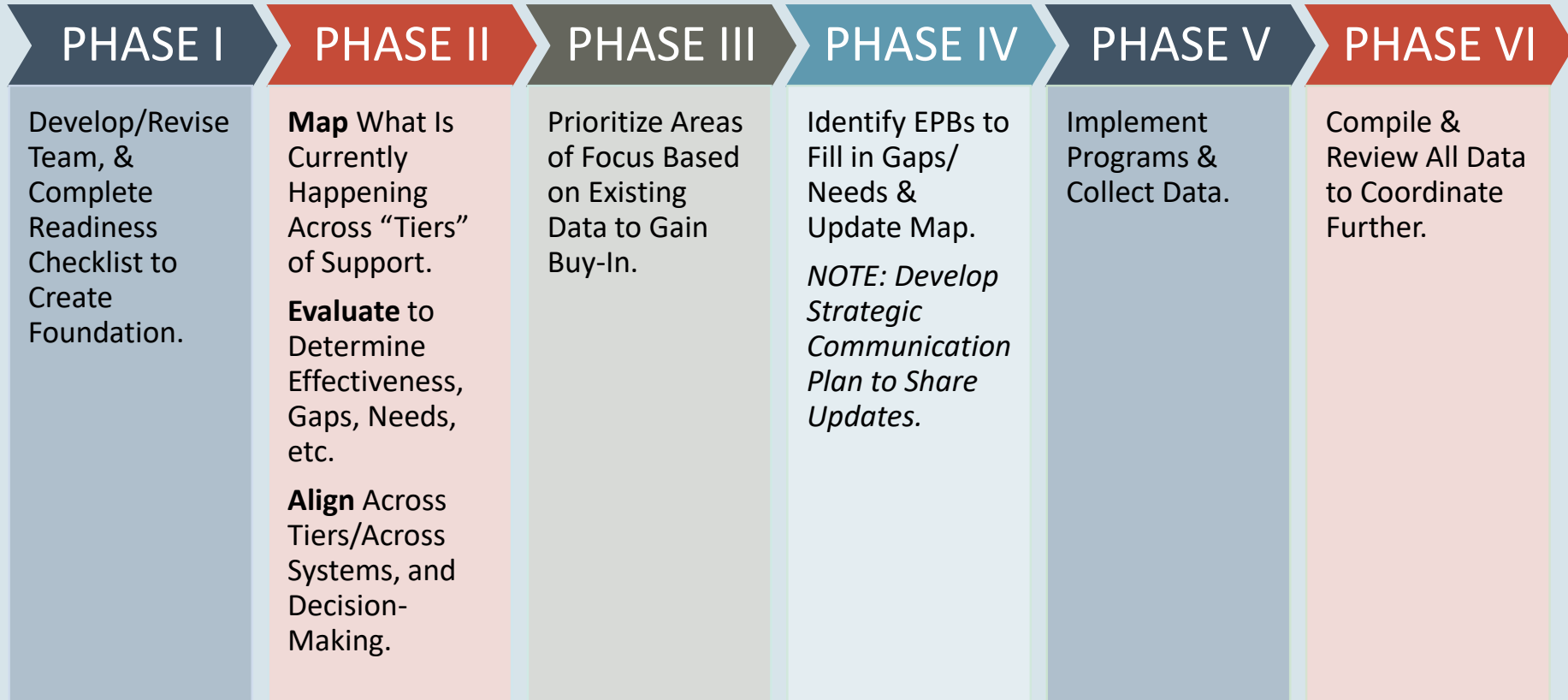


Record and share progress systematically with all stakeholders.

How Pennsylvania Is Taking It to the Next Level



Phases of EBP Selection and Implementation



Map/Evaluate/Prioritize/Align With MTSS Framework

Program Map/Evaluation											
	Intervention	Expected Outcome	Who Facilitates (Team members)	Decision Rules (In, On, Out)	How many students participated	How many made progress	Was intervention an EBP	Was intervention implemented with fidelity	Data Collection Tools Used/ Frequency	Decision (Sustain, Modify, Discontinue)	Latest Date Reviewed
Tier 1 ALL		Baseline:									
		Goals:									
		Baseline:									
		Goal:									
		Baseline:									
		Goal:									
Tier 2 SOME		Baseline:									
		Goal:									
		Baseline:									
		Goal:									
		Baseline:									
		Goal:									
Tier 3 FEW		Baseline:									
		Goal:									
		Baseline:									
		Goal:									
		Baseline:									
		Goal:									

Adapted from ISF Implementation Workbook, Mid-West PBIS Center

The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

IMPLEMENTING SITE INDICATORS

CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financial capacity
- Structural capacity
- Cultural responsiveness capacity

Buy-in process operationalized

- Practitioners
- Families

FIT WITH CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with organizational structure

NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

Addresses service or system gaps

PROGRAM INDICATORS

EVIDENCE

Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost – effectiveness data

USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context

SUPPORTS

Expert Assistance

Staffing

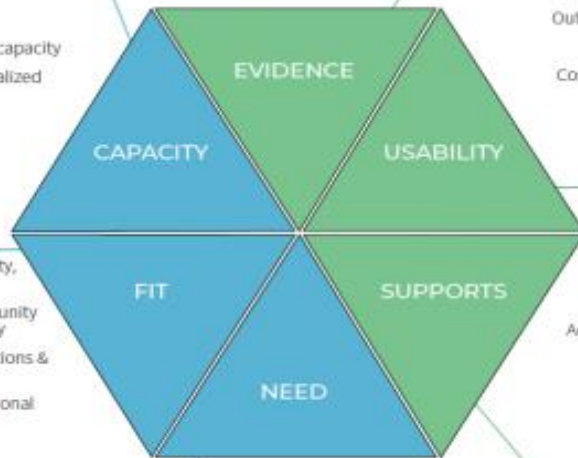
Training

Coaching & Supervision

Racial equity impact assessment

Data Systems Technology Supports (IT)

Administration & System



Metz, A. & Louison, L. (2019). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Kiser, Zabel, Zachik, & Smith (2007) and Blase, Kiser & Van Dyke (2013).
© 2019 NIRN – University of North Carolina at Chapel Hill

The Hexagon Tool of the National Implementation Research Network

[https://nirn.fpg.unc.edu/
resources/hexagon-
exploration-tool](https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool)

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Example: EBP Selections of the Northeastern School District

Indicated

Selected

Universal

Early Childhood	Social-Emotional Learning [SEL], Mental Wellness	Community/Family/School Partnership	Substance Use Disorders (SUD)	Violence-Free Schools
Baby Doll Circle Time (EBP)	Positive Action SEL Curriculum for Emotional Support Programs	Authentic family and youth engagement in schools through PBIS	Hi-Fidelity Wrap (SOC)	Tiered Fidelity Inventory-ISF Guidance
Conscious Discipline (EBP)	Teams of teachers/school counselors trained in Prevent, Teach, Reinforce (PTR)	MH Liaisons for every school district	Positive Action SEL Curriculum for Emotional Support Programs	PTR Training
Positive Action (SEL) curricula for ECE programs				
Universal Screening for SEL/MH in pre-pre-K through 6th grade	Targeted Screening for Suicide/Depression/Trauma/ SUD (GLS)	Community cafes on select topics (SOC)	Targeted screening for suicide, depression, trauma, SUD (GLS)	MTSS School District Leadership Teams
MTSS for ECE (PW-PBIS)	School and Community MH embedded in MTSS YMHFA & QPR (GLS)	York Co. Youth Mental Health Alliance	Positive Action (D/A component) across all grade levels	Rachel's Challenge Diversity Leadership Training
Alignment of PW-PBIS (ECE programs) and SW-PBIS	Universal screening pre-K through 6th grade Positive Action SEL across pre-K through 12th and all special education programs	Data mapping/integration/sharing across system partners "Moving York County Forward"	Too Good for Drugs EBP in 4th and 6th grades Red Ribbon Week events/Sticker Shock	Bully-Prevention integrated into Positive Action (SEL) and SW-PBIS MTSS (SW-PBIS) across district
"Homegrown" PW-PBIS Facilitators				

ECE = Early Childhood Education;
GLS = Garrett Lee Smith;
ISF = Interconnected Systems Framework;
PW-PBIS = Program Wide Positive Behavior Interventions and Support

SW-PBIS = School Wide Positive Behavior Interventions and Support;
QPR = Question Persuade Refer;
YMHFA = Youth Mental Health First Aid



Pennsylvania Example: State Policy, Legislation

Cross-Systems Training Plan:

- Identified 10 common theme areas from education, human services, juvenile justice, and drug and alcohol programs as potential opportunities to cross-train on MH/behavioral health (BH) prevention and violence-free school topics.
- Made recommendations for training and collaboration on the 10 themes across all state child-serving systems.



Pennsylvania Example: State Policy, Legislation



Pennsylvania Positive Behavior Support

SAP and PBIS Integration

June

2017

The document is designed to provide guidance on the integration of Student Assistance Program (SAP) and school-wide Positive Behavior Interventions and Supports (PBIS) for SAP Regional Coordinators, SAP Commonwealth Approved Trainers (CATS), SAP Liaisons, and school-wide PBIS Facilitators who will be working with schools that operate both SAP and PBIS Advanced Tier teams.

Practical
Guidance
Document

- Revised **five** PA Positive Behavior Support training modules to incorporate family and youth engagement content.
- Created statewide protocol and staff guidance on integrating Student Assistance Program (SAP) and PBIS processes and teams in school districts. This involved SAP trainers and PBIS facilitators.

<https://www.education.pa.gov/Schools/safeschools/sap-pbis/Pages/default.aspx>

Pennsylvania Example: State Policy, Legislation



Creating a Community of Practice for Community MH/BH

- SSHS
- New SOC Expansion Grant
- Project LAUNCH
- Garrett Lee Smith Suicide Prevention
- Behavioral Health Alliance of Rural Pennsylvania (BHARP)
- Local SOC Grantees
- Statewide youth organization (Youth M.O.V.E.)
- Statewide family organization (in development)
- Etc.

Pennsylvania Example:

State Every Student Succeeds Act Plan — Section 6: Supporting All Students

Promote positive school climate and SEL:

- Pennsylvania School Climate Survey
- PA Equity and Inclusion Toolkit
- Bullying Prevention Toolkit
- Support students through MTSS and PBIS
 - ✓ Evidence-based support systems — PBIS and SAP
 - ✓ Authentic family engagement in schools



Training Modules for Authentic Family Engagement Universal Training Curriculum



PENNSYLVANIA POSITIVE BEHAVIOR SUPPORT

Log-In

Home About Us School-Wide PBIS Program-Wide PBIS Resources Coaches Corner

ENGAGEMENT

For additional Materials from Laura Riffel: [Click Here](#)

<http://papbs.org/Resources/ResourcesForFamilies.aspx>

School-based Behavioral Health



PBIS



Safe Schools
Healthy Students



School-based
Mental
Health

We are: a community of cross sector stakeholders that share a commitment to the advancement of early childhood, school age and adult behavioral health and wellness within the Commonwealth of Pennsylvania.

We focus on: 1) promoting implementation and sustainability of evidenced based multi-tiered systems of supports; 2) promoting integration of evidence based programming into decision-making frameworks; and 3) fostering robust school - community partnerships.

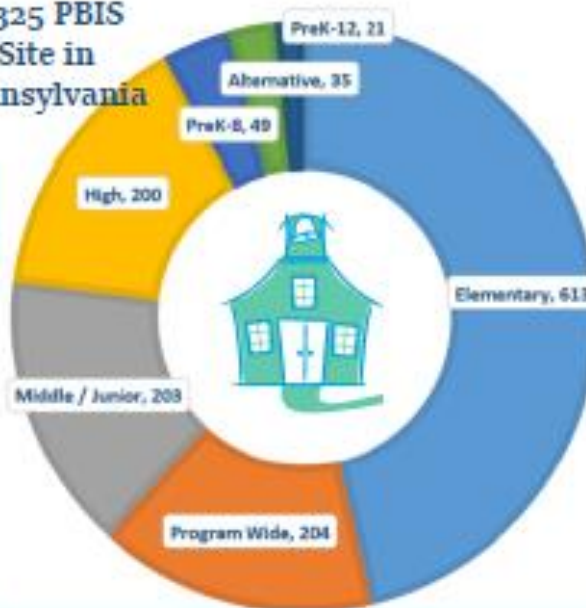
For More Information:
www.papbs.org

241 Sites Implementing PBIS
with Fidelity

123 Credentialed PBIS
Facilitators

One (1) of 21 States
with over 500 schools
implementing PBIS

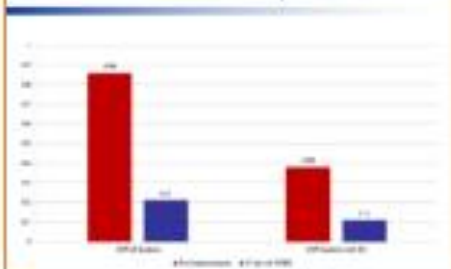
1,325 PBIS
Site in
Pennsylvania



270 Collaborating Mental
Health Agencies

34% of All Public Schools in PA are Implementing PBIS
(11/2017)

Out of School Placements per 100 Students



Questions and Answers



National Registries of Evidence-Based Programs and Practices

- Institute of Education Sciences, [What Works Clearinghouse](#)
- Youth.gov, [Program Directory](#)
- Annie E. Casey Foundation, [Blueprints for Healthy Youth Development](#)
- Northwestern University in partnership with the National Library of Medicine and National Institutes of Health, [Evidence-Based Behavioral Practice](#)



Recommended Resources

- National Center for Healthy Safe Children, [Evidence-Based Learning Modules](#)
- National Implementation Research Network, [Active Implementation Hub – The Hexagon Tool](#)
- RAND Corporation and Centers for Disease Control and Prevention (2007). [Getting to Outcomes: 10 Steps for Achieving Results-Based Accountability](#)

Recommended Resources (continued)

How about you?

What tools, promising examples, or other resources can you share with your peers in the [Practitioner's Toolbox](#) at your T4PA Center's SC Portal?

What Comes Next?

- Participate in the fourth session of the School Mental Health Webinar Series, which will focus on challenges and opportunities related to **workforce development** to support comprehensive school MH programs.

Date: Thursday, July 9

Time: 2:00-3:00 p.m. eastern time

- Engage in a related Portal discussion.
- Explore the searchable [Resource Library](#) for additional information.

Closing ...



Thank you for joining us today!



If you have any questions or need assistance in addressing school MH issues in your state, reach out to your liaison.